

Indicators of School Readiness for RTI: A Self-Assessment Tool

This self-assessment tool is intended to assist schools/districts wanting to determine “next steps” toward implementation of a multi-tiered **Response to Intervention** approach for meeting the learning needs of ALL students. The tool addresses 5 broad indicators along with specific indicators/sub-topics for each.

The tool could be completed by each staff member in order to formulate a school profile and/or be used to stimulate group conversations. To determine “next steps,” it is important not only to gauge the current implementation status of each item, but to also determine its relative priority. A form has been provided at the end of the checklist on which to specify next steps.

Some basic underpinnings of this systemic approach:

- It relies on the premise that all students receive research-based and standards-driven instruction in general education.
- The learning of all students is assessed early and often (ongoing progress monitoring). Assessment is focused on direct measurements of achievement and behavior.
- If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals (Strategic and Intensive levels).
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain growth) and as part of a comprehensive evaluation for determination of eligibility.

Response to Intervention (RTI)

The overarching purpose of the RTI process is to improve educational outcomes for *all* students. RTI has alternatively been called “response-to-instruction” because it is the ongoing and dynamic process of delivering high quality instruction, assessing extent of learning, and adjusting instruction accordingly.

When the RTI process is fully implemented, the result is a well-integrated system that connects general, compensatory, gifted, and special education in providing high quality, standards-based instruction/intervention that is matched to students’ academic, social-emotional, and behavioral needs. A continuum of intervention tiers with increasing levels of intensity and duration is central to RTI. Collaborative educational decisions are based on data derived from frequent monitoring of student performance and rate of learning.

Intensive Level

IEP – eligible for Special Education supports

Intensive Level

Interventions provided to students with intensive needs based on prior poor RTI.

2-5%

2-5%

Strategic Level

Targeted interventions provided to students identified as at-risk or who require specific supports to make adequate progress in general education.

15%

Core Level

Provided to ALL students: research-based, high quality, general education incorporating on-going universal screening, progress monitoring, and prescriptive assessment to design instruction.

80%

Academics Behavior

Montana RTI Process for Student Success

Priority Rating:

Level of Implementation:

Low	Medium	High	Indicators of School Readiness For RTI:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			HIGH QUALITY, STANDARDS-BASED CURRICULUM AND RESEARCH-BASED INSTRUCTION (80% SUCCESS RATE) IN GENERAL EDUCATION, ESPECIALLY IN THE AREAS OF:				
			Reading: Addresses 5 components (phonemic awareness; decoding/phonics/word recognition; fluency; vocabulary; comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration				
			Writing/Spelling				
			Math: Addresses 4 essential domains (problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability)				
			Behavior: Teach school-wide behavioral expectations: 3-5 Big Rules (e.g. Be Respectful, Be Responsible, Be Safe). Actively reinforce positive behavior.				
			Other:				
			Other:				
			Other:				
			Other:				

			II. PRESCRIPTIVE/ONGOING ASSESSMENT PRACTICES IN PLACE				
			Universal screening system to assess strengths and challenges of all students in academic achievement, talents and behavior (occurs 3 times per year to identify "at risk")				
			Structured data conversations occurring to inform instructional decisions				
			Direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes				
			Progress monitoring that is systematic, documented and shared				
			Data management system in place (technology support)				

Priority Rating:			Level of Implementation:			
Low	Medium	High	Indicators of School Readiness For RTI:			
			(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			III. EFFECTIVE STUDENT INTERVENTION/PROBLEM SOLVING TEAM IN PLACE			
			Use of problem-solving and data driven decision making processes at the school, classroom and individual student levels			
			Function as a problem-solving team to address the needs of groups or individuals			
			Shared responsibility among general educators and specific program area specialists (e.g. special education, ELA, G/T, Title)			
			Focus on student outcomes vs. eligibility (team's main purpose is not special education referral)...answer the question, "how do we support this student's learning?"			
			Use of universal screening and prescriptive assessment for instruction			
			Use of progress monitoring techniques			
			Coaching and peer collaboration			
			Collaboration between educators and parents			
			IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED			
			A range of research-based instructional interventions for any student at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure (systematic model in place: 3 tiered approach, pyramid of interventions etc.)			
			Utilization of both a standard protocol approach to providing interventions to groups of students with similar needs and an individual approach of providing interventions to any student with unique needs. "Standard protocol approach" means a student is placed in an existing, ongoing group targeting specific skill(s) acquisition.			
			Informed, using data, as to the frequency, intensity and duration of an intervention that is needed for effectiveness			
			System in place to evaluate research-based interventions as to integrity/fidelity of implementation..."is the intervention being implemented as planned?"			
			Flexible groupings according to specific intervention needs			
			Allocation of staff to provide various interventions (flexible uses of staffing across all roles)			
			Availability of instructional programs/materials			

Priority Rating:

Level of Implementation:

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			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RTI AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. coaching, professional dialogue, peer feedback etc.)				
			<i>Professional development addresses relevant areas such as:</i>	No development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area
			Collaborative decision-making (e.g. professional learning communities)				
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions				
			Collaborative delivery of instruction/interventions				
			Research-based instructional practices, including supporting materials and tools				
			What constitutes "interventions" versus "accommodations and modifications"				
			Prescriptive and varied assessment techniques				
			Progress monitoring techniques				
			Parent engagement strategies				
			Problem Solving RTI Team processes				
			Other:				
			Other:				
			Other:				
			Other:				

NEXT STEPS PLAN

Date _____

Indicator or Sub-Topic	Specific Steps	Resources	Deadline	Who Responsible	Evidence of Change

Planning Team: _____